



[An Integrated Stakeholder Approach to Ensuring the Future Technical Workforce]

Birth to Retirement Pipeline:

The Roles of Industry, Education,
Policymakers, and the Community

September 2004

Huntsville, Alabama

[Integrated Stakeholder Strategy]

- Align leaders from

- Industry
- Education
- Government
- the Community

....who influence or provide significant opportunities for citizens to learn, unlearn and relearn skills and knowledge critical to the emerging economic environment.

Integrated Stakeholder Strategy

Huntsville/Alabama stakeholders affected:

■ Industry (including media)

- Community and Employee Relations
- Human Resources
 - Intern Programs
 - College Recruiting
 - Staffing
 - Education outreach

■ Education

- Higher Ed
 - Scholarships, awards and recognition programs
 - Interaction with industry
- K-12 support and reform efforts
- K-12/Higher Ed interaction

■ Policymakers

- Tax Incentives
- Funding for Public Programs
- Legislative constraints/supports

■ Community Organizations, Parents, Students

- Program design
- Interaction with education

Desired State - Shared by all Stakeholders

The presence of citizens who are:

- Capable of self sufficiency in a dynamic economy
- Active participants in the process of governance
- Able to effectively communicate and interact with others
- Successful at continuous learning, unlearning and relearning
- Focused on the future

[Desired State (Industry)]

- Availability of technically capable individuals to meet future workforce employment needs throughout the cities and the state of Alabama
- Employee community involvement aligned with industry investments

[Desired State (Education)]

- Alignment with state and national educational strategies
- Educational standards and assessment tools aligned with industry needs
- Research-proven instruction and curriculum

[Desired State (Policymaker)]

- Efficient and effective integration of organizations involved in attracting and hiring people for (all) local and state businesses
- High impact and maximum value from industry/education investments in community programs

[Desired State (Community)]

- Alignment to goals of founding/sponsoring entities
- Sustainability and continuity

[Current Situation (General)]

- Many thousands of individuals, groups and organizations exist to serve youth development needs in some way
- These same organizations compete continuously for scarce funds to operate independently, with many offering duplicate types of programs

[Current Situation (Industry)]

- University recruiters, Community Relations and Education Out-Reach, and HR Staffing operate independently
- Many current corporate educational outreach strategies implemented throughout state, but fragmented
 - Regionally managed
 - Results not measurable
 - Employee involvement not aligned
- Workforce trends remain persistent concern
- Internal data collection is fragmented so the picture of what businesses and organizations do now is muddy

[Current Situation (Education)]

- Higher Education and K-12 operate independently, with local districts/institutions struggling to educate students, to provide pre-service and professional development for teachers
- Many current corporate educational outreach strategies implemented throughout state, but fragmented
 - Regionally managed
 - Results not measurable
 - One trick ponies - no follow up once started
- Workforce trends/needs superseded by testing/standards alignments
- Scarcity of public funding at national, state and local levels

[Current Situation (Community)]

- Community organizations operate independently, with
- Many current community educational outreach strategies implemented, but fragmented
 - Regionally managed
 - Results not measurable
 - One trick ponies - no follow up once started
- Workforce trends/needs not aligned with standards and assessments
- Scarcity of public funding or misdirected funds at national, state and local levels

Data Needs (Developing an Accurate Picture of a Community's Future Workforce Needs)

- Should be gathered and shared by all community stakeholder leaders so that a common vision for the economic future of the community can be created and implemented.
 - What is the best picture that can be drawn by all stakeholders of the present economic base for the community?
 - Given the speed with which global economic forces are changing the way people do personal and commercial business, are the children of today's citizens being prepared for the future economy of the community?
 - How do the stakeholders know? By what measure?

Data Needs (Developing an Accurate Picture of a Community's Future Workforce Needs)

- Students who can do well on tests may not be prepared for problem solving of the future.
 - How important will effective, face-to-face, verbal communication be in a future market place being shadowed by a growing number of youngsters who cannot pass English speaking language proficiency tests?
- There is no one solution, no one path to providing youngsters to do well in tomorrow's economy.
- Tests scores are a limited measurement. Stakeholders must identify others that suit the community they live in.

Data Needs - (Industry must understand how it can effectively impact its community)

- Number and goals of currently funded education outreach programs
- \$ spent on education outreach programs
- Number of employees and number of hours expended on education outreach programs for specific programs
- Community and Education Relations headcount and budget
- The role and impact of professional associations

[Data Needs (Education)]

- Federal/state/local initiatives and “accountability” requirements
- Number of organizations trying to offer help and support or materials for student improvement
- Nature and amount of resources from corporate providers being directed towards issue
- Gaps between existing support and perceived need

[Measurement & Integration]

- Stakeholders must:
 - Identify/create measurement tools to determine effectiveness of current activities in each stakeholder community
 - Identify activities that align and can be easily integrated
 - Identify gaps in support toward desired state and align resources to close gaps

Integrated Stakeholder Approach Results

Stakeholders

- are aligned as a team,
- prepared to work together to assure that young people are ready for future, dynamic, global market demands
- think differently about communication, and
- recognize the future as a valid, common purpose to move forward

Integrated Stakeholder Approach Results (Continued)

Stakeholders

- operate as integrated entities rather than managers of independent programs
- ensure that youngsters are impacted in an integrated way, throughout their development cycle, beginning with birth
- continuously monitor and work to understand the relationships between youth and community culture

Some Anticipated Results For Businesses

- Integrated workforce with appropriate skill needs
- Fewer recruiting/training \$ spent per employee hired
 - Alignment of processes to attract qualified employees
- Resources aligned with broader corporate strategy
 - Improved effectiveness, efficiency and impact of community outreach programs per \$ spent
 - Employee volunteer activities aligned with community outreach
- Combined Results
 - Workforce with integrated skills capable of easily adapting to future dynamic demands in the marketplace
 - Higher retention rates
 - Higher employee value to enterprise
 - Higher employee job satisfaction

[Next Steps]

Stakeholders must:

- Identify needs and obstacles,
- Share data across Integrated Stakeholder Communities,
- Establish organizational relationships associated with Responsibility, Accountability and Authority,
- Establish and implement new processes and organizational activities, including associated information and knowledge management systems,
- Align and communicate common values and vision to all outreach programs.